

# Handout 1: Analyzing Laws and Policies

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## Part 1

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Laws and policies are created in response to community needs and concerns. With your group, read and discuss your assigned law or policy and answer the questions in Part 2.

### 1. The Safe and Drug-Free Schools and Communities Act

The Safe and Drug-Free Schools and Communities Act State and Local Grants Program, authorized by the 1994 Elementary and Secondary Education Act, provides funding for developing and implementing programs that help prevent youth from participating in drug use and violence. It also helps fund programs that train teachers to prevent these activities at the classroom level both during and after school. This is a federal law that allows states to apply for money to fund these programs.

### 2. Gun-Free Schools Act (GFSA)

In 1994, Congress passed this law designed to decrease school violence. The law mandates that any state receiving federal funds must pass a state law to expel for a minimum of one year any student who brings to school or is found in possession of a firearm or other weapon. The school must also refer such a student to the criminal justice or juvenile delinquency system. The chief administering officer of the local school may modify the one-year expulsion on a case-by-case basis.

### 3. School Bullying Prevention Act

The governor of the state of Oklahoma signed the School Bullying Prevention Act in 2002. This act requires each school district to create policies that prevent bullying, intimidation, and harassment by students. Policies need to include methods for addressing bullying that occurs as well as programs to educate students, parents, and teachers and to prevent bullying. This is a state law that imposes requirements on local school districts.

### 4. Cyberbullying Policy

Most states require school districts to create policies that prevent bullying. *Cyberbullying* is a type of bullying that involves information and communication technologies, such as computers and cell phones with Internet access. In 2009, Lake County School District in Florida revised its regular anti-bullying policy to specifically prohibit cyberbullying, which includes posting slurs, rumors, or disparaging remarks about other students in a chat room or through instant messaging, and using camera phones to take or send embarrassing photographs of other students. The policy also states that the district can and will investigate and take action no matter what time or place the cyberbullying occurs.

### 5. Children's Internet Protection Act

The Children's Internet Protection Act (CIPA) was signed into law in 2000. It blocks schools from allowing student access to harmful material found on the Internet. CIPA requires schools that get funding for the E-rate program (a lower-cost communications program for schools and libraries) to block student access to sites that are considered obscene, pornographic, or unsafe for minors; to develop a plan to monitor the online activities of minors; and to create a safety policy for Internet use by minors. This is a federal law that may inform local policies.

### 6. Gang Prosecution Act

This law, enacted by the Maryland legislature in 2007, allows school administrators and police to share more information with each other about students. The law is intended to help prevent gang activity and to allow schools and police to be more effective in combating gang activities both in and outside of school. The law requires courts to share information about delinquent activities by juveniles, and requires teachers to report any "suspected gang or gang-like activity" to school administrators and school resource officers, who then meet with prosecutors and police to share information. This state law imposes requirements on local police and school department policies.

### 7. Title IX of the Education Amendments of 1972

This federal law, enacted in 1972, requires gender equity for boys and girls in educational programs. The law is often used in reference to sports activities in schools, but it also applies to many other areas, including college, students who become parents, learning environment, and testing. There have been many lawsuits to fight for Title IX and gender equity in a variety of programs, and some of them have been controversial, including the application of Title IX to single-sex teams and organizations. This law applies to all public and private education programs that receive money from the federal government.

### 8. Public Schools Cell Phone Policy

Since 2006, cell phones have been officially banned from New York City's public schools. Many parents have responded negatively to this policy, insisting that they need a way to get in touch with their children in the event of an emergency. Students have found ways to sneak cell phones into school, and many have had them confiscated by school personnel. The mayor and the Schools Chancellor have described cell phones as being distracting and disruptive. They point out that cell phones are often used for cheating and other disruptive activities, such as taking inappropriate pictures. They also point out that cell phones are one of the most frequently stolen items in schools. This is a local policy.

### 9. Public Schools Search and Seizure Policy

Since this policy was adopted in 1980 (updated in 2008), school administrators in Cincinnati, Ohio, may do random, unannounced searches of any areas that are the property of the Cincinnati Public School District, including lockers and desks. The School Board has authorized the use of metal detectors to search for forbidden items. Students may also be searched if the administrator has reasonable suspicion that they are in possession of a forbidden item. The School Board has supported this policy as being protective of the health and safety of the school community. This is a local policy.

### 10. Equal Access Act

The Equal Access Act of 1984 is a U.S. federal law that requires all secondary schools receiving federal funds to provide equal access to extracurricular clubs. Religious groups lobbied for the act to allow students the right to conduct Bible study classes on school grounds during lunch and before and after school. The act is also important in giving gay students the right to form groups. According to the act, schools that receive federal funds and have at least one non-curriculum club that meets before or after school must allow students to organize other clubs and give them equal access to meeting space, bulletin boards, and school newspapers. Clubs must not be disruptive, and they can be monitored by school personnel. A school can opt out of this act by prohibiting all non-curriculum clubs.

### 11. The Individuals with Disabilities Education Act

The Education for All Handicapped Children Act, a federal law, was enacted in 1975. In 1990, this law was renamed the Individuals with Disabilities Education Act. The law, which resulted from lawsuits by parents of disabled children, requires states and public agencies to provide free education and all special education services to disabled children and youth from birth to age 21. The law applies to children with serious emotional disturbance, learning disabilities, mental retardation, traumatic brain injury, autism, vision and hearing impairments, physical disabilities, and other health impairments.

## Handout 1: Analyzing Laws and Policies

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### Part 2

Discuss your assigned law or policy, and answer the following questions.

**Name of law or policy:**

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1. What is this law or policy about? Who is affected by it?
2. When was the law or policy passed? Why do you think it was enacted at that time?
3. What does the law or policy require or prohibit?
4. What social problems or issues do you think led to the creation of this law or policy?
5. What values or norms do you think are represented in this law or policy?

## Handout 2: Unit 2 Overview

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*Historically, many laws have been created in response to the pressing social issues of particular time periods. For example, a number of school-related laws and policies were created in response to concerns about school safety and widely publicized incidents of school violence that occurred in the late 20th century. How do law and law enforcement professionals, public advocacy groups, and community stakeholders contribute to shaping and enacting such laws and policies? How can young people educate themselves and others about—and advocate for changes in—laws that affect their daily lives?*

*In this unit, you will track one federal law, the Gun-Free Schools Act of 1994 (GFSA), and its impact on youth. You will strengthen your knowledge of the U.S. legal system by exploring how and why this particular law related to school safety was passed, how state and local governments interpret and enforce a federal law, and what effects a law may have on individuals in a community. You will consider how laws are responses to social issues, as well as how advocacy organizations respond to or influence laws and policies.*

*Your work in this unit will be to explore the following framing questions:*

- *What factors shape the development of laws and public policies?*
- *What factors may affect the real-world consequences of a law?*
- *What is the impact of public policy decisions made at different branches and levels of government?*
- *What role do advocacy organizations play in responding to and influencing the legal system?*
- *What are the roles of professionals and youth in improving the U.S. legal system?*

### Understandings

- Laws and public policies are shaped by events, public perceptions, and changing needs of society.
- The way in which a law is written, enforced, and interpreted can have intended and unintended consequences and affect how justice is served.
- Laws and public policy decisions can expand or limit the powers of different branches and levels of government and affect individuals and communities.
- Public advocacy organizations act as a fourth branch of government by interacting with other sectors of the legal system and by influencing laws and policies.
- Professionals and youth play a vital role in improving the U.S. legal system through advocacy, legislation, and litigation.

## Unit Project

Drawing on your understanding of school safety issues, the GFSA, the legal system, and the effects of laws and policies on youth, you will work as a member of a project team to prepare a multimedia presentation for a community forum on school safety and the law. You will look at advocacy organizations that have responded to school safety laws, and choose one whose strategies and mission you support. You and your teammates will conduct research on that organization, which you will use to create a multimedia presentation designed to educate the public about how your chosen organization works as part of the legal landscape and how it uses data to support its campaigns.

## In This Unit You Will . . .

**Explore school safety issues.** Define a problem related to school safety and identify its causes and effects. Learn about school-related laws and policies. Analyze one law, the GFSA, which was created in response to school safety issues and events.

**Understand how the U.S. legal system has responded to school safety issues.** Consider the origins of the GFSA. Learn about the U.S. legal system and how the branches and levels of government interpreted and enacted the GFSA in complex ways.

**Learn how laws and policies are enforced.** Compare different law enforcement approaches to school safety and different stakeholders' perspectives on having a police presence in schools. Analyze data showing how enforcement of school safety policies affects youth.

**Understand the importance of educating and advocating.** Learn how advocacy organizations interact within the legal system and how they use data to support their work. Consider the importance of educating the public and advocating for policies that affect the daily lives of youth in school.

**Identify how individuals in various careers write and enforce laws and engage in public advocacy.** Learn about the ways in which law, law enforcement, and advocacy professionals have responded to social issues both within and outside the legal system. Explore the different paths they have taken to prepare for their careers.

## Career Portfolio

You will create or complete the following items to keep in your Career Portfolio:

- Multimedia presentation
- People and Careers Profiles
- Unit exam
- Journals (5)

## Vocabulary Used in This Unit

**Advocacy:** Acting on behalf of a cause to achieve a specific goal.

**Bias:** The presentation or interpretation of an event, fact, or argument from a particular perspective; lack of objectivity.

**Credibility:** Believability and trustworthiness.

**Discretion:** The freedom or power to make decisions or act using one's own judgment.

**Due process:** A constitutional right that is protected in two ways: *procedural due process*, which requires that a specific set of steps be followed to ensure laws are enforced consistently, and *substantive due process*, which ensures that punishment is fair and appropriate for the level of wrongdoing.

**Federalism:** The division of power between a national government and regional governments, such as states or provinces.

**Judicial review:** The power of higher courts to review the decisions and legal findings of lower courts and to decide whether laws and other government actions are constitutional.

**Legal system:** The interaction of the different branches and levels of government in the creation, enforcement, and interpretation of laws and public policies.

**Public advocacy organization:** Group devoted to a special interest or cause to influence policy decisions and public perceptions. These groups are usually private nonprofit organizations who use various strategies to influence laws and policies, including educating the public or conducting research.

**Stakeholder:** An interested party; a person or group who is affected by a decision or action.

**Talking points:** Phrases or statements that help to support your argument or sum up what you want your audience to remember.

**Zero tolerance:** A law or policy for which automatic penalties apply without regard to circumstances.

## Unit 2 Journal Assignments

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Respond to the journal questions as assigned.

### Journal 1

What events and experiences have shaped your views about school safety? How have school safety laws and policies affected your daily life at school?

### Journal 2

How does the issue of school safety require a balance between the rights of the individual and the rights of the community? Do you think the balance is just and fair right now? Why or why not? Give specific examples.

### Journal 3

Do you feel empowered to act to influence laws and policies in your school or community? Why or why not?

### Journal 4

In what ways are community forums effective in educating the public, promoting change, or engaging in dialogue about key issues? How might you use the Internet to achieve similar goals?

### Journal 5

Think about the different careers that you learned about in this unit. Which career interests you most, and why?

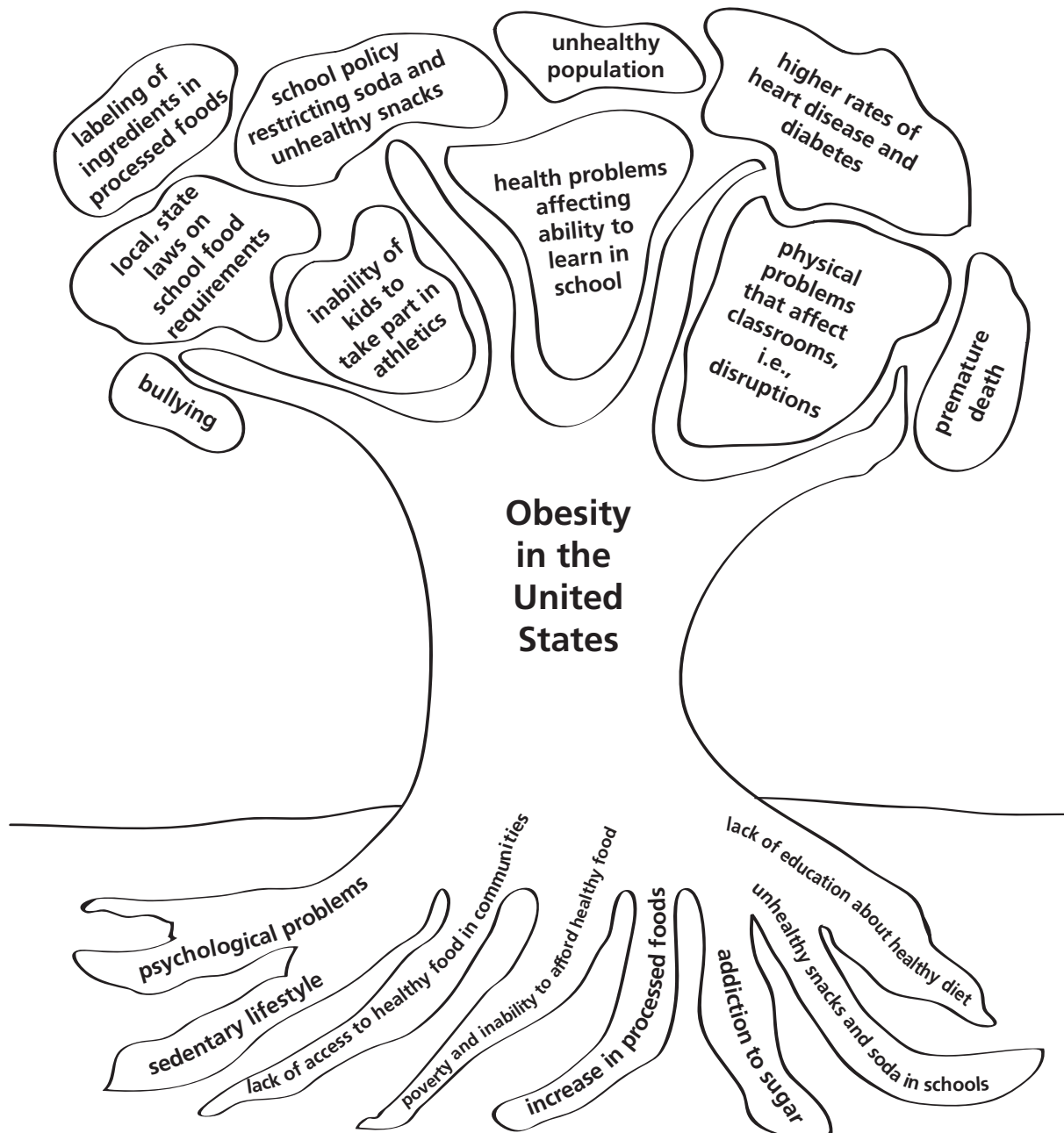


## Handout 3: Sample Problem Tree

**Problem statement:** The prevalence of obesity in the United States continues to increase.

Questions to consider when writing a problem statement:

1. What is the nature of the problem?
2. When and/or where does the problem occur?
3. What is the extent of the problem?



## Handout 4: In the News

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Identify how each news clip portrays school safety issues.

**A.**

### District News Roundup

September 2, 1993: A 16-year-old student allegedly shot and killed a 15-year-old classmate in a crowded high school hallway after the two students argued about an electronic beeper. Two metal detectors that were placed at the doors of the school were not in use that day, according to school officials. The 16 year old turned himself in to authorities and has been booked on juvenile murder charges. Since the shooting, the acting superintendent of the school district has required middle and high school officials to use metal detectors and institute locker searches.

**B.**

### The Tragedy in Room 108

January 18, 1993: A 48-year-old English teacher was shot and killed at a rural high school by a 17-year-old honor student during English class. When a custodian responded to the noise, the student shot him in the stomach, killing him instantly. The shooter then held students hostage for 20 minutes. After a short while, he began letting students go in small groups and eventually gave himself up to the police.

**C.**

### Student Shot, Dies at Regional High

February 23, 1993: A 17-year-old male student was shot by a classmate. Both students had transferred from another high school earlier in the year. Classmates later indicated that the shooter was known to be carrying a gun, but that fellow students were afraid of telling anyone for fear of retaliation, as he was suspected of gang membership. School officials have increased the use of metal detectors in the wake of the shooting. The school superintendent said, "The shooting today re-emphasizes that we have to do something immediately. . . . It's serious enough now that I must take every action available to me to prevent any more shootings."

**D.**

### Student Wounds Six at High School

September 11, 1992: A 17-year-old student got into an argument with a fellow classmate after a morning pep rally, then pulled out a handgun and began spraying the crowded hallway with bullets. According to police, the dispute between the youths had been growing over the course of several days. Six students were wounded, and one student was trampled in the rush of students attempting to flee the scene.

**E.****10th Grader Slain at HH High as Rival Gangs Clash**

September 8, 1994: As school was letting out for the day, a 17-year-old student, who was described by police as being a gang member, was shot on campus by suspected rival gang members. After the shooters abandoned their car in traffic and escaped on foot, an unnamed school administrator tried to chase one of the suspects but was unsuccessful in catching him. The victim later died at General Hospital. This incident was the latest in a string of armed assaults that have taken place on Los Angeles-area school campuses.

**F.****Youth Arraigned in Killing at Washington High School**

February 2, 1993: A junior was arraigned on murder charges after shooting his two cousins, who were visiting the school to investigate taking classes there. The cause of the dispute is unclear, although the shooter claims he was acting in self-defense. After an altercation with his two cousins just before the end of the school day, the youth took out a nine-shot .22-caliber handgun and shot both of the young men, one of whom later died after doctors were unable to stop the internal bleeding. This incident marks the second shooting in recent weeks at normally quiet high schools, according to police. "The problem of guns in the street is real and largely unaddressed," one police lieutenant said. He added that shootings among young people were rising, in part because of "the ease with which they can get guns." Young people, he added, have "a lack of appreciation for consequences."

## Handout 5: The Gun-Free Schools Act of 1994

### Selected Excerpts from U.S. Code

#### U.S. Code, Title 20, Section 7151 (20 U.S.C. 7151)

(a) SHORT TITLE—This subpart may be cited as the “Gun-Free Schools Act.”

(b) REQUIREMENTS—

(1) IN GENERAL—Each State receiving Federal funds under any title of this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

(h) POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL—

(1) IN GENERAL—No funds shall be made available under any title of this Act to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

#### United States Code, Title 18, Section 921 (Citation: 18 U.S.C. 921)

(a) As used in this chapter—

(3) The term “firearm” means

- (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- (B) the frame or receiver of any such weapon;
- (C) any firearm muffler or firearm silencer; or
- (D) any destructive device. Such term does not include an antique firearm.

### Questions for Discussion

- Are all states required to follow this law?
- What happens if states do not follow this law?
- In what way does the federal level of the legal landscape encourage the state and local levels to follow this law?

## Handout 6: The Legal Landscape

		Branches of Government			Fourth Branch
		Legislative	Executive	Judicial	
Levels of Government	Federal	United States Congress	President of the United States and Federal Agencies	Federal Court System	Advocacy Organizations, Civic Groups, Lobbyists, Individuals
	State	State Legislature	Governor and State Agencies	State Court System	
	Local	City or Town Council or Board of Supervisors	Mayor or Town or County Manager and Municipal Departments	Municipal Courts (usually within the state court system)	

## Handout 7: Unit 2 Project Description

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*Think of a law that affects your school experiences. How did it come about? How does a law on paper compare to the way a law is implemented in practice? Why is it important to educate yourself and the public about laws that affect your daily school life?*

*In this unit you will learn about a federal law that was created to promote school safety—the Gun-Free Schools Act of 1994 (GFSA)—and its intended and unintended consequences for young people. You will use your new knowledge about this law and the legal system to create and deliver a presentation at a community forum about school safety and the law. Working in a team, you will research how advocacy organizations have responded to school safety laws, and identify one whose work you support. You'll then develop a team presentation, using your choice of media, to educate the public and to advocate for a strategy to promote school safety.*

### Step 1: Create a problem tree focused on school safety.

Learn about school safety issues and events that have influenced the creation of new laws. With your class, create a problem tree by identifying the effects and root causes of unsafe schools. Revisit the problem tree at the end of the unit and revise it based on how your chosen advocacy organization defined and approached the problem.

### Step 2: Serve as a member of a branch of government.

Analyze the GFSA and learn how the *legal system* (the branches and levels of government) works to write, enforce, and interpret laws. As a participant in one branch of government, create a mind map of the role of your branch in enacting or addressing school safety laws—based on your readings about policies, programs, and legal cases. In your project team, build on or expand the mind map to include information about how your advocacy organization interacts with other legal sectors.

### Step 3: Analyze and interpret data.

Analyze data illustrating the impact of school safety laws and policies on students. Write a reflection based on your interpretation of the data. Research how your advocacy organization uses data to support its campaign, and identify which data you will use for your presentation.

### Step 4: Conduct research and write about an advocacy organization.

Conduct research on how one advocacy organization responded to school safety laws and policies, and complete a Research Record. Choose an organization whose work you support, and write about its position and its advocacy strategies.

## Step 5: Educate and advocate: Create a multimedia presentation to present at a community forum.

Critique a multimedia presentation and learn how to create effective presentations. Using at least one presentation tool, develop a multimedia presentation to educate the public and to advocate for a strategy about school safety and the law. Present your findings at a community forum.

Your team presentation should include the following:

- Information about the advocacy organization you researched (its mission and the work it does), a summary of the strategies to promote safe schools that your chosen organization is advocating for, and your reasons for supporting this work
- A mind map of how the advocacy organization interacts with other sectors of the legal system
- Selected data or graphs (at least two) based on class work and your research, your interpretation of the data, and an explanation of how these data are relevant to the work of the advocacy organization
- A problem tree (like the one you created with the class) based on the data you analyzed and the work of your advocacy organization

## Step 6: Reflect on your work in this unit.

Respond to the following questions:

- Did your thinking about the unit framing questions and understandings change at all over the course of the unit? If so, how?
- Do you think that the GFSA and the laws and policies that emerged from the GFSA promoted justice? Did they promote safe schools? Please explain.
- How are the knowledge and skills used in advocacy work relevant to other careers? Please explain.
- What sector of the legal landscape do you think is most effective in creating safe school environments? Why do you think so?
- What questions did this unit raise for you? What additional information would you like?

## Handout 8: Unit 2 Assessment Checklist

Use this checklist to note the criteria on which you will be assessed during the unit. Refer to Part F: Multimedia Presentation and Part G: Oral Presentation to help you plan and assess your unit project. Make sure that you include all the requirements. Your teacher will use this checklist to help evaluate your work.

Requirements	Percentage of Total Grade	Comments
<b>A. Class Discussions and Participation</b>	%	
Student demonstrates a willingness to share his or her own thinking with others.	%	
Student listens to and considers the ideas of others.	%	
Student's attendance, completion of assignments, and engagement with class activities demonstrate a commitment to achieving class goals.	%	
<b>Total</b>	%	
<b>B. Journals</b>	%	
Responses answer all parts of the question asked.	%	
Responses are complete, with no missing entries.	%	
Responses illustrate concepts and ideas addressed in class or in readings.	%	
Responses demonstrate reflection and application of ideas to real-world situations and challenges.	%	
<b>Total</b>	%	



Requirements	Percentage of Total Grade	Comments
<b>C. Data Analysis Questions</b>	%	
Responses are complete.	%	
Responses show evidence of original thought and ideas.	%	
Responses interpret data accurately.	%	
<b>Total</b>	%	
<b>D. Research Record and Summary</b>	%	
Research record is complete and includes at least two pieces of data.	%	
Research summary is complete, and all key research questions are answered with supporting evidence.	%	
There is clear evidence that the credibility of the data or the sources consulted was assessed.	%	
<b>Total</b>	%	
<b>E. Team Reflections</b>	%	
Reflections are complete and respond to the questions asked.	%	
<b>Total</b>	%	

Requirements	Percentage of Total Grade	Comments
<b>F. Multimedia Presentation</b>	%	
Includes talking points for each part of the presentation.	%	
Includes a new or revised problem tree based on the advocacy organization's work.	%	
Includes information about the mission and campaign of the organization and how it addresses school safety and the law.	%	
Includes at least two pieces of data relevant to the organization.	%	
Includes a new or revised mind map that illustrates the role of the organization in the legal landscape.	%	
<b>Total</b>	%	

Requirements	Percentage of Total Grade	Comments
<b>G. Oral Presentation</b>	%	
Presentation shows evidence of prior preparation.	%	
Presentation meets criteria for effective presentations.	%	
Presentation includes an introduction and conclusion.	%	
Presentation is clear and audible.	%	
Speaker expands on talking points, using supporting evidence from research.	%	
Speaker stays within time limits.	%	
Speaker uses a professional and respectful tone with teammates and the audience.	%	
<b>Total</b>	%	
<b>H. Unit Exam</b>	%	
Student responses demonstrate:		
<ul style="list-style-type: none"> <li>An accurate understanding of vocabulary and course content</li> </ul>	%	
<ul style="list-style-type: none"> <li>The ability to apply course content to new ideas and questions</li> </ul>	%	
<b>Total</b>	%	

## Handout 9: Eye on the Law



The law is all around you. You can see it in the news, on the street, at the store, in school. Anywhere you look, you can find examples of the United States legal system at work. Throughout this course, you will be asked to keep your eyes open and look for snapshots of law in everyday life.

Some examples might include:

- A news story about crime in your neighborhood
- A new handicap-accessible ramp being installed at a local store
- A dispute between neighbors in which the police are called
- A traffic ticket issued to a friend or relative
- An important case before the U.S. Supreme Court
- A protest in your neighborhood about a local or national issue



The more you look, the more you will see. You will start to notice the law in places you may never have expected it!

Be on the lookout for instances of the media covering an issue related to the law. Describe how the issue, problem, or case was portrayed by the media.

## Handout 10:

# Viewpoints on the GFSA

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Read your role card and think about how your character would answer the following questions. In the role of your character, discuss “your” perspective on the GFSA with your group.

1. Do you think the GFSA will have a positive impact on students or schools? Why?

2. Do you have any concerns about this law? What are they?

Prepare to share your perspective with the class. When other groups share their opinions on the GFSA, note areas of agreement and disagreement.

## Handout 11:

# The Work of Public Advocacy

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Public advocacy organizations try to influence public policies and laws that affect the interests of the general public or of a specific interest group. What kinds of things does a public advocacy organization do?

- Work with the media to share information with the public

Example: CAIR (Council on American-Islamic Relations)

*This organization supporting Muslim civil rights has a media contacts department. This department creates media releases and public relations events, and arranges for interviews on news programs from the local to national level on topics related to American-Islamic relations. Its Web site provides numbers for private citizens to use if they wish to contact the media about an issue.*

- Identify and promote key messages and facts about an issue

Example: Advocates for Youth, Effective Sex Education

*This organization created and posted a fact sheet on teen pregnancy and sexually transmitted diseases, including key statistics and research findings. Its Web site provides information about current bills in Congress as well as contact information for young people and adults who want to become involved in advocacy and lobbying to promote education about sexual health.*

- Collaborate with other branches of the legal landscape to ensure that the enactment of laws is both fair and effective

Example: Youth Empowerment and Policy Project

*This organization consists of a diverse group of high school and college students who received grant money to develop survey instruments, collect and analyze their findings, and write recommendations for improving underage drinking laws and policies in Maine.*

- Support and organize community groups

Example: Tobacco-Free Kids

*This organization collects stories from young people about family members who have become ill or died from tobacco use. The organization has created a virtual online community for those affected by tobacco addiction. Its Web site identifies organizations with policies that encourage tobacco use and asks users to contact these organizations to lobby for change.*

- Write letters, articles, and op-ed pieces urging people or groups to take action

Example: The Greenlining Institute: A Multi-Ethnic Public Policy Research and Advocacy Institute

*This multi-ethnic advocacy group, founded in 1993 in Berkeley, California, focuses on bringing services and corporate investments into minority communities. The group works toward increasing minority participation and public awareness of policies related to health, consumer protection, and civil rights.*

### The Work of Public Advocacy (continued)

- Meet with legislators to lobby for legislation

Example: Fight Crime: Invest in Kids

*This group tracks legislation related to programs the group has identified as promoting healthy and safe kids. The group works with legislators to make sure that the bills the group supports are passed and that valuable programs are funded.*

- Organize legal challenges through the courts

Example: Public Advocates Inc.

*This nonprofit law firm and advocacy organization filed a class action lawsuit against the Bay Area's Metropolitan Transportation Commission. The lawsuit claimed that the Metropolitan Transportation Commission was discriminating against bus riders of color.*

- Develop and distribute educational materials

Example: The Foster Care Campaign

*This organization, part of the Young Women's Project in Washington, D.C., is led by low-income youth and youth of color who have been part of the foster care system. The group organizes workshops, trainings, and events for youth in order to empower and engage youth in foster care settings. This group worked with the Deputy Mayor's office to create regulations for foster care group homes, and now provides education and information to funders and other advocates about the new regulations.*

- Create and maintain Web sites to inform and mobilize the public

Example: American Civil Liberties Union (ACLU)

*This organization's Web site contains information on a variety of initiatives, tips for mobilizing communities, articles on current events and court challenges, videos, and many other resources that encourage the public to get informed and participate in various campaigns.*

- Participate in social media outlets to provide education and resources about an issue and invite the public to take action

Example: Children's Defense Fund (CDF)

*This organization supplements the information on its own Web site by maintaining a presence on social media outlets. CDF maintains pages on social networking sites with issues on which users can take action, as well as links to specific action pages.*

- Raise money to support efforts for change

Example: Juvenile Diabetes Research Foundation

*This organization hosts an annual International Walk to Cure Diabetes in order to raise money for research and research-related education to find a cure for juvenile diabetes. The foundation's Web site also provides a link for direct donations and fund-raising strategies for volunteers. The foundation manages several campaigns to keep members of Congress informed about and supportive of efforts to combat this disease.*

## The Work of Public Advocacy (continued)

- Organize strikes and public protests to change a law or policy

### Example: MoveOn.org Civic Action

*This organization staged a protest at a large retail store's national headquarters, wanting the company to stop making political donations. More than 240,000 people signed a petition promising to boycott the store until the policy change was made.*

## Questions

1. Based on this list, what kinds of actions could an advocacy organization take in response to a law or proposed law?

2. Of the activities on this list, which one do you think you would most enjoy doing? Why do these activities interest you?



## Handout 12:

# People and Careers Reflection Questions

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1. What preparation (school, work, and personal) did this person have for this career?
2. What connections do you see between the content and skills that you are learning in this unit and the work this person does? Explain.
3. Do you think you would enjoy having this career? Why or why not?
4. What questions do you have, or what more do you want to know about this career?

## Handout 13:

# Advocacy Organizations for Research

Read about each organization and choose one to research for your unit project.

### ACLU (American Civil Liberties Union) of Northern California

This organization is fighting to eliminate the “pushout problem” (a type of bias and harassment) in public schools by training students and educators, reevaluating zero tolerance policies, litigating, and lobbying for legislation that mandates fairness.

The *pushout problem* refers to the fact that students of color and students who are gay, lesbian, pregnant, or parenting experience disproportionately more discipline and suspension under zero tolerance policies than other students.

### Center for the Study and Prevention of Violence

This organization at the University of Colorado in Boulder was founded in 1992 to help prevent adolescent violence. Its Web site serves as a clearinghouse of information on school safety, including research studies, statistics, and publications. The Center provides technical assistance to schools and evaluates school safety programs to determine what works and what doesn't.

### Dignity in Schools Campaign (DSC)

This organization, a project of the Children's Rights Litigation Committee of the American Bar Association, believes that every student has a right to a quality education and to be treated with dignity. With more than 35 allied organizations, DSC works to develop alternatives to zero tolerance policies and to provide information and strategies to combat school pushout.

### Hamilton Fish Institute on School and Community Violence

Based at the George Washington University in Washington, D.C., the Institute uses scientifically based and rigorous techniques to evaluate violence prevention programs, interventions, and strategies; tests promising school violence prevention strategies; and shares its findings through a variety of publications and conference presentations.

### NAACP Legal Defense Fund (LDF)

The LDF has a long history of working to achieve fairness, without regard to race, on education issues. See the Issue Updates for the group's legislative work to combat discrimination in the enforcement of zero tolerance policies. The paper “Dismantling the School-to-Prison Pipeline” presents an overview of the problem, statistics and graphics on school suspensions and juvenile arrests, and some specific suggestions for solutions and alternatives to the pushout problem.

## National School Safety Center

This advocacy group, established in 1984 by a presidential directive, offers numerous resources on school safety issues: papers, books, videos, and a newsletter. To accomplish its goal of safe and effective schools, it provides school safety and school-related leadership training. The Web site offers data and statistics on school-associated violent deaths, school crime, and violence.

## Padres & Jovenes Unidos

This Latino organization in the Denver, Colorado, school district enlists both parents and youth in various education reform campaigns: for educational justice, college for all, rights for immigrant students, and student nutrition and health. In 2005, its “Ending the School to Jail Track” campaign resulted in revised disciplinary policies in the Denver public schools. The group’s Web site offers a number of useful resources. See the downloadable Racial Disparities Toolkit.

## Handout 14:

# The Legal Landscape for the GFSA

## Part A: The Legal Landscape: Legislative

### Federal Legislative Branch

#### No Child Left Behind

The No Child Left Behind Act (NCLB) was signed into law by President George W. Bush in 2002. Its main purpose is to improve the quality of education by setting standards for what students are expected to achieve at different grade levels. States are required to measure student performance, typically by using standardized tests in reading and math.

One part of the law, called the **Unsafe School Choice Option**, requires states to allow students to transfer to another school if they are the victim of a violent attack on school grounds. Students are also allowed to transfer if the school they are attending is considered “persistently dangerous,” as determined by the state. The purpose of this part of the law is to encourage states to improve the safety of public schools.

Some educators believe that this part of NCLB, while well-intentioned, has actually made some schools less safe. No school administrators want their schools to be labeled “persistently dangerous.” This often causes them to underreport violent incidents and not bring them to the attention of local authorities.

### State Legislative Branch

#### California Education Code

The California Education Code includes all state laws having to do with education. The current version of the Code was modified in response to the passing of the federal GFSA. Part of the Code establishes rules for when students should be suspended or expelled from school.

California has adopted what is known as a *zero tolerance policy* for serious offenses, such as carrying a gun or knife on school grounds, selling drugs, or sexually assaulting another student. *Zero tolerance* means that if a student commits any of these offenses, the school must suspend the student and, in the case of gun possession, report the student to the police. School administrators are not allowed to give offending students a “second chance,” even if they believe the offense was not that serious.

Some people believe that zero tolerance policies are inherently unfair because they do not consider the seriousness of the offense. For example, there are cases where students have been expelled from school for carrying a Swiss army knife even though they had no intention of using it to hurt anyone.

On the other hand, school violence is a serious problem. Many educators believe that schools should send students the message that they will not tolerate any violation of school safety rules, with no exceptions. This view is incorporated into the California Education Code.

## Local Legislative Branch

### San Francisco Board of Supervisors

The San Francisco Board of Supervisors makes laws for the city and county of San Francisco. It also passes *resolutions*, which are not laws, but rather are statements expressing approval or disapproval of specific policies.

In 1994, the Board passed a law making it illegal for anyone under 18 to possess a gun. However, the law did not specify whether the offender should be expelled from school. In 2008, a five-year Violence Prevention Plan was released by the Mayor's Office for Criminal Justice, laying out a strategy for reducing violence throughout the city. It focused on addressing the root causes of violence, such as poverty, truancy, and the availability of guns and drugs in the community.

### San Francisco Youth Commission

The San Francisco Youth Commission was created in 1995. It consists of 17 members between the ages of 12 and 23, who serve one-year terms. The Commission is charged with advising the Board on policy and legislation relating to young people.

Among its other activities, the Commission provides formal reviews of the Violence Prevention Plan. It conducted a survey in 2009 of "disaffected youth" that will be used to develop priorities and policy recommendations for the Board to reduce school violence. The Commission has already recommended expansion of afterschool programs, greater efforts to reduce truancy, and alignment of education and career development opportunities through training classes.

## Handout 14:

# The Legal Landscape for the GFSA

## Part B: The Legal Landscape: Executive

### Federal Executive Branch

#### Office of Safe and Drug-Free Schools (OSDFS)

OSDFS is a division of the U.S. Department of Education. Its mission is to help create safe schools, ensure the health and well-being of students, and prevent violence and drug use in schools.

OSDFS provides funds for state and local agencies and nonprofit organizations to carry out drug and violence prevention programs. Although it does not have the power to make laws, it has developed a set of policies and regulations to help schools that are at risk of being classified as “persistently dangerous.”

OSDFS also provides grant money for research into the causes of school violence and how to prevent it. For example, recent studies have looked at gang activity, bullying, and how the physical layout of a school can help to prevent violence.

#### Office of Juvenile Justice and Delinquency Prevention (OJJDP)

OJJDP is a division of the U.S. Department of Justice that was established in 1974. Its mission is to support local and state efforts to prevent delinquency and to improve the juvenile justice system.

As a federal executive agency, it cannot make laws. However, it does have a budget to fund programs and research. For example, in 2009, it gave the city of San Francisco more than \$600,000 as part of its support of the Second Chance Act of 2008, a federal law designed to improve outcomes for people returning to communities from prisons and jails. This money was used to develop programs that help juvenile offenders to get their lives back on track.

### State Executive Branch

#### California Department of Education (CDE)

The CDE is the agency responsible for all aspects of public education, including funding, testing, and oversight of local school districts. It includes an 11-member State Board of Education that is responsible for setting education policies, selecting textbooks, and ensuring that local school agencies are acting in compliance with the state’s Education Code, the laws that govern education in California.

The CDE helps school administrators implement the Education Code by issuing recommendations and policies. For example, it has developed an Administrator Recommendation of Expulsion Matrix that classifies offenses into three categories:

1. *Must Recommend Expulsion (Mandatory)*. Acts under this category are considered “zero tolerance” offenses, for which the school administrator must expel the student. Examples include the possession or sale of firearms at any school or school activity.

2. *Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)*. Acts under this category usually result in expulsion, but the school administrator can make exceptions in unusual cases. Examples include possession of a knife or other dangerous object.
3. *May Recommend Expulsion (Discretionary)*. Acts under this category are less serious, and the penalty is left to the discretion of the school administrator. Examples include damage to property, physical injury to another student, or possession of alcohol.

The CDE is also responsible, under the No Child Left Behind Act, for determining what constitutes a “persistently dangerous” school in the State of California. A definition was adopted by the State Board of Education in May 2002, classifying a school as “at risk of being persistently dangerous” if it has more than one serious incident per 100 students in any given year. Serious incidents include non-student firearm violations on school property and any offense that results in the expulsion of a student. A school is deemed to be “persistently dangerous” if it is “at risk” for three consecutive years.

## Local Executive Branch

### San Francisco Unified School District

The San Francisco Unified School District is the public school system for the city and county of San Francisco from pre-kindergarten through 12th grade. It is governed by a Board of Education, which appoints a School Superintendent. Its mission is “to provide each student with an equal opportunity to succeed . . . and achieve his or her maximum potential.”

In 2009, the Board unanimously passed the Restorative Justice and Fair & Caring Schools Resolution, which requires school administrators to consider alternatives to suspension and expulsion when disciplining students in cases where expulsion is not mandatory. The resolution advocates a philosophy known as “restorative justice,” which puts less emphasis on punishment and more on repairing harm caused to other people and the community at large.

A key feature of this approach is that the people most affected by an offense should be able to participate in its resolution. This is often accomplished by the use of “peer courts,” in which students take on roles as advocates, jury members, and sometimes judges. Guilt and innocence are not determined in a peer court; rather, an attempt is made to identify and repair harm through the hearing process.

## Handout 14:

# The Legal Landscape for the GFSA

## Part C: The Legal Landscape: Judicial

### Judicial Branch

#### CASE 1: United States Supreme Court: *Goss v. Lopez* (1975)

Can students be suspended from school without having an opportunity to tell their side of the story? That question was addressed by the United States Supreme Court in the 1975 ruling known as *Goss v. Lopez*.

The case involved nine high school students who were suspended from school following a fight in the cafeteria. One of the students, Dwight Lopez, insisted that he was an innocent bystander, but he was suspended anyway by a school administrator named Norval Goss. The students argued that they were denied “due process” and wanted the suspensions to be taken off their records.

The concept of due process is enshrined in the 14th Amendment to the U.S. Constitution, which states that “no state shall deprive any person of life, liberty, or property, without due process of law.” It requires authorities to follow certain basic procedures before determining guilt or innocence.

In *Goss v. Lopez*, the Supreme Court ruled that even in the case of students given relatively minor punishments (like suspension), due process must be followed. Students who are threatened with suspension have the right to the following:

- Oral or written notice of the charges
- An explanation of the reasons for the charges (i.e., the evidence)
- An opportunity to present their side of the story

The court’s findings in *Goss v. Lopez* have continued to be controversial. Many school administrators see the decision as impairing their ability to maintain discipline. Advocates for citizens’ rights say that no one should be deprived of constitutional rights, not even high school students.

#### CASE 2: United States Court of Appeals: *Wallace v. Batavia School District 101* (1995)

If a teacher grabs a student in the process of breaking up a fight, should that be considered an “unreasonable search and seizure”? Heather Wallace and her mother thought so, and they sued Wallace’s business teacher and the school district after the teacher grabbed her elbow.

In a suburb outside Chicago, James Cliffe returned to his classroom to find Wallace and another student screaming and swearing at each other. They appeared to be very close to a fistfight. Cliffe asked both girls to sit down. Wallace obeyed, only to get up again twice after the other girl continued to make threats. Cliffe asked Wallace to leave the room. To get Wallace out of the room quickly, Cliffe grabbed her elbow to hurry her along. A fight between the two girls occurred later in the day, and both students were suspended.



Wallace and her mother claimed that Cliffe injured Wallace's elbow when he grabbed her, and argued that it constituted an unreasonable search and seizure. The U.S. Court of Appeals disagreed, saying that Cliffe's actions should be interpreted as reasonable for a teacher trying to restore order and discipline. The court argued that the Constitution does not protect students from limitations on their liberties while in school. This decision continued a judicial trend reinforcing the fact that students' rights are limited when they enter a school building.

### CASE 3: United States Court of Appeals: *Seal v. Morgan* (2000)

In addition to following the correct procedures ("procedural due process"), authorities must also have valid reasons for punishing someone. This is called *substantive due process*. Punishment cannot be arbitrary, and the punishment must fit the wrongdoing. Courts require school officials to balance the need to maintain safe and orderly schools with the need to ensure that students' rights are not violated.

In 2000, *Seal v. Morgan* dealt with the case of a student, Dustin Seal, who was expelled from school for a year by the superintendent, Allen Morgan. The school district had a zero tolerance policy for possession of weapons. A knife was found in Seal's parked car, but Seal argued that his friend had hidden the knife there without his knowledge. The school expelled Seal anyway. On appeal, the district argued that school officials can expel a student even if they cannot prove that the student possessed the weapon intentionally or knowingly. During oral argument, the attorney for the district stated that, under its zero tolerance policy, the school would expel the school valedictorian if another student secretly hid a weapon in her bag.

The court ruled that even though the school followed procedural due process, the punishment of expulsion was not fair because Dustin Seal did not *knowingly* violate the policy. The judges decided that Dustin Seal's substantive due process rights were violated. Expelling a student for something he didn't know about "would not be rationally related to any legitimate state interest."

## Handout 15A:

# Questions: Legislative Branch

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The legal landscape is composed of different branches and levels of government. Use the readings for your branch of the legal landscape to help you answer the following questions.

## Legislative Branch (Federal, State, or Local)

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1. How does your sector promote school safety? What laws, policies, or programs has your sector implemented?
2. What are the goals and priorities of your sector's laws, policies, or programs?
3. What impact, if any, do you think your sector's laws, policies, or programs have on students? What impact do they have on your school?
4. Do you think these are good laws, policies, or programs? Why or why not?

## Handout 15B:

# Questions: Executive Branch

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The legal landscape is composed of different branches and levels. Use the readings for your branch of the legal landscape to help you answer the following questions.

### Executive Branch (Federal, State, or Local)

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1. What policies and programs has your sector created to promote school safety? Describe them in your own words.
2. What are the goals and priorities of your sector's policies and programs?
3. What impact, if any, do you think your sector's laws, policies, or programs have on students? What impact do they have on your school?
4. Do you think these are good policies and programs? Why or why not?

## Handout 15C:

# Questions: Judicial Branch

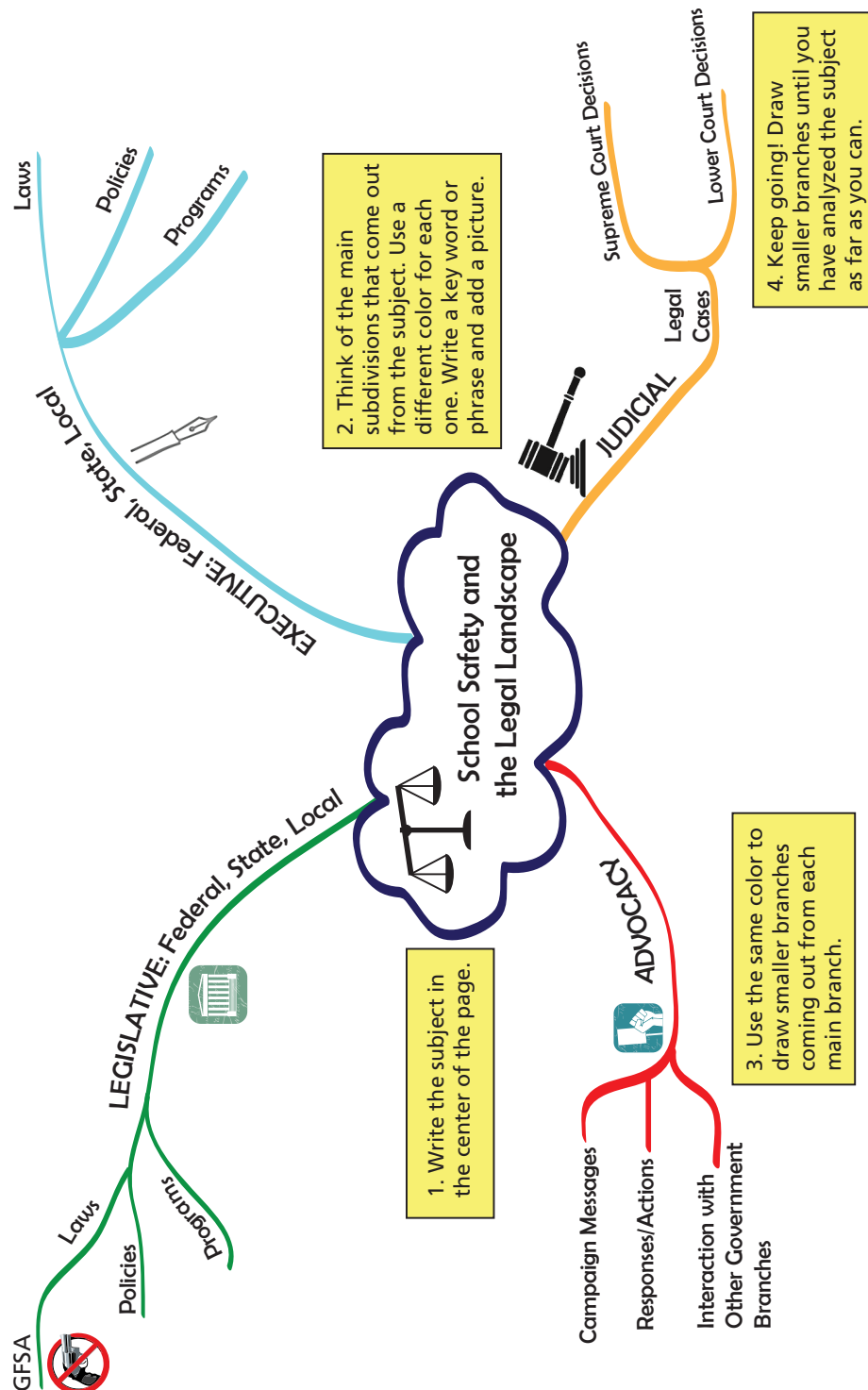
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The legal landscape is composed of different branches and levels. Use the readings for your branch of the legal landscape to help you answer the following questions.

1. If you read Case 1, how would you have decided the *Goss v. Lopez* case if you were on the Supreme Court? Would you have given students more due process or less? Why?
2. If you read Case 2, how would you have decided *Wallace v. Batavia School District 101* if you were an appellate court judge? Do you think that students' rights should be more limited when they're inside school than when they are outside? Why?
3. If you read Case 3, how would you have decided *Seal v. Morgan* if you were an appellate court judge hearing the case? Why?
4. Does the Supreme Court balance the rights of the individual with the safety of communities? Explain.
5. What impact, if any, do you think the *Goss v. Lopez* decision has had on your school? On student rights?

## Handout 16: Mind Map Guidelines

How did your government branch address the GFSA? Create a mind map based on your reading. Use this sample mind map to help you get started.



## Handout 17:

# Analyzing an Initiative

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Watch Mayor Bloomberg's 2004 press conference announcing the enactment of the Impact Schools Initiative in New York City, and then discuss the following questions with your classmates.

1. What are the goals of this program?
2. How does the mayor define the problem this program addresses?
3. What role will law enforcement play in the Impact schools?
4. What will happen to students who violate the policies described in the video?
5. Which stakeholders might benefit from this school safety program? Which stakeholders might not benefit? Why do you think so?

## Handout 18:

# The Role of Law Enforcement in Schools

### Reading A

#### *from Cops in High Schools*

By Ilya Arbit

My school dean and a stern male security guard escorted my friend and me to an empty classroom near the dean's office, then ordered us to put our bags against the wall and stand in the middle of the room. The dean checked our bags, opening every pocket, looking through my folders, checking my wallet and cell phone. The guard asked us to turn out our pockets. Then he frisked us. That was the first time I was ever frisked. It felt like I was under arrest and they were about to read me my rights.

After that experience, I was not surprised to learn that some people are questioning the so-called security measures being used in what are known as Impact high schools around the city—schools singled out for their high levels of violence, disorderly behavior, or crime. I do not even go to an Impact school, and yet I was made to feel like a criminal. I decided to interview a couple of students who attend Impact schools to see what they thought.

Jescine Jarvis, 15, is a sophomore at Harry S. Truman High School, an Impact school in the Bronx. Her school has metal detectors, security cameras on every floor, and a police presence.

"I've thought about how I would feel without the police there, and I would be scared," said Jescine. "I feel safe whenever I see them as I walk down the hallway or outside the school."

Jescine said the cops have arrested a few students, but she is not afraid of the police. She said students often joke around with the cops as though they're friends. "It helps me to see uniformed officers in schools. It's like seeing a uniformed police officer at the carnival or at a parade," said Jescine. "It makes me feel as if nothing can go wrong, and that if something does go wrong, then they'll fix it."

A student at an Impact school in Queens, who asked to remain anonymous, also felt the police at her school were preventing crime, but felt the means did not justify the end. Six cops were stationed on each floor of her school for a year and a half. They were supposed to spread out, but she said that they just stood together and stared at students who walked by. "You don't want to look at them because you don't want them to say anything to you," she said. "We felt like criminals. It made me uncomfortable."

After the cops came, "basically all the fights stopped and there was a lot less theft," she said. She thinks the cops' presence at her school did help reduce crime, but not because of anything they did; she never saw them do anything in the school. She thinks the school became safer simply because being labeled an Impact school made everyone pull together to improve the school and get rid of that label.

This article by Ilya Arbit, 17, a writer for *New Youth Connections*, was adapted from *New Youth Connections*, published by Youth Communication. Copyright 2006 by Gotham Gazette, a publication on New York policy and politics, available at [www.gothamgazette.com](http://www.gothamgazette.com). Used by permission.

## Handout 18:

# The Role of Law Enforcement in Schools

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### Reading B

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#### **New Police Academy Unites High School Students, Law Enforcement, UCPD, and Berkeley Boosters, Police and Life Academy For Youth**

By Kate Lyons

The first session of a new police academy designed for Berkeley Unified School District high school students met last Monday as part of a continuing endeavor to bring young locals together with neighboring law enforcement agencies.

The Police and Life Academy For Youth offers 11 sessions covering topics including criminal justice, conflict resolution, emergency preparedness and career opportunities. Students will tour the Berkeley Police Department facility, discuss current topics in local law enforcement and learn weaponless defense.

Cheryl La Rosa Longo, executive director of Berkeley Boosters, said this first semester of the academy will serve as a pilot project.

[T]he academy has hired two UC Berkeley students as paid interns with plans to hire two more next semester. Campus senior Hannah Loper, media and marketing coordinator for the academy, said the program provides an opportunity to work with and mentor local students.

Loper said the first meeting was successful, drawing in 16 students from the high school and a large number of law enforcement officers.

"Initially the kids were a little intimidated by the uniforms," she said. "We asked them what they thought their rights were, and it was quiet for a minute, but when we asked about their limitations as minors, they had lots to say."

... "My goal is to be someone to relate to for these kids," Lam said. "It's hard for them to relate to police officers, and the UC interns are a friendly face that can motivate them to stay engaged."

... Berkeley police Sgt. Jen Louis said the police departments want to allow youth to get a closer look at police work, provide a forum for questions on youth rights and safety and teach students about their responsibilities in the community.

Louis said she was optimistic about the inaugural academy's ability to grow stronger as more youth get involved.

"The most important thing is to provide an opportunity to build positive relations and interactions between youth and officers," Louis said.

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## Handout 18:

# The Role of Law Enforcement in Schools

### Reading C

#### *from* **Police in Schools**

By Mara Gay

At Martin Luther King Jr. High School on Manhattan's Upper West Side, the security measures are more than precautionary. In 2002, two students were shot at King on the civil rights leader's birthday. Five years later, after the restructuring of the King campus into a cluster of smaller high schools and the addition of school safety agents to the already permanent fixture of metal detectors, many students say they feel safe at their school.

The school safety agents on the King campus seem to have developed some semblance of a working relationship with students and faculty. On a warm day in June, the students huddled in small groups on and around school grounds talking among themselves and hanging out. "Keep it moving," one agent says to a group of teenage girls on the street corner outside the school. "You can hang out across the street, but not here."

"They're pretty nice. I don't have any problems with them, really," said Staring Jones, a 15-year-old first-year student.

"Everyone gets treated the same," said Fancellys Alvarado, a first-year student. Fourteen-year-old Veronica Taylor agreed. "There's not a problem here. They're nice," she said of the agents. . . .

Some King students, particularly black male students, still have problems with the agents. One, 17-year-old Aaron Flournoy, said the agents have an attitude. "They curse, they yell. And they get violent for no reason," he said as a uniformed agent walked outside the high school and encouraged students to "get going" and move away from the school grounds. . . .

In general, the [New York American] Civil Liberties Union and [Dean Jamaal] Bowman say, the city's minority students, who comprise two-thirds of all public school children, are more likely than their white or more affluent counterparts to be humiliated and treated like criminals. "I think black males feel disenfranchised already," said Bowman, who is starting a support group for black males on the King campus.

Bowman sees discrepancies between the treatment given his students and those at LaGuardia High School, a prestigious public arts high school across the street from King. "Being right next door to LaGuardia, it's like a slap in the face," he said, shaking his head. "When our kids go over there for summer school, they put up the metal detectors. It's blatant discrimination. And blatant racism."

LaGuardia has no metal detectors to speak of and, according to John H. Lewis, a teacher there, school safety agents there are not an overbearing presence. "The kids are much more savvy [at LaGuardia].

**Reading C (continued)**

They have a clear idea of what their rights are," he said. Asia Fisher, a 17-year-old LaGuardia senior from Brooklyn, said that at LaGuardia "security guards can be your friends."

In contrast, at the poorer school in Brooklyn where he used to teach, Lewis said, "The kids were treated like criminals and humiliated. At LaGuardia kids get treated better in every respect. It's sort of like the gloves are on."

When students believe a school safety agent or police officer has treated them unjustly, there is very little they, their parents, or their teachers can do to press a complaint. Deputized by the police department, school safety agents are not accountable to the administrators, principals, parents, or communities of the schools they are commissioned to protect.

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## Handout 18:

# The Role of Law Enforcement in Schools

### Reading D

*from* **Strategy: School Resource Officers**  
By National Crime Prevention Council

Law enforcement agencies can open lines of communication between police officers and students by placing a police officer in the school.

. . . Incidents of school violence like those in Littleton, Colorado, and Conyers, Georgia, have been more frequent. Many schools throughout the country are turning to school resource officers as a preventative measure against school violence.

Stationing a police officer in schools encourages positive interactions between police officers and youth, which fosters good communication between the two groups. Many young people are wary of developing friendly relationships with law enforcement officers. By working closely with schools and students, law enforcement officers can address problems identified by young people and help diffuse potentially violent situations. . . .

. . . Some law enforcement agencies assign officers to serve as a liaison with schools and the neighborhoods surrounding schools. School resource officers maintain contact with school personnel and with student leaders to build trust. They also watch for crime and vandalism, and follow up on incidents. In addition, they take incident reports and follow up on information on potential crime threats provided to them by students and staff. Officers often attend PTA meetings and back-to-school or open house events. School liaisons also make presentations to classes on law enforcement and safety issues. . . .

. . . In some communities, school officials may be reluctant to have uniformed law enforcement personnel present at schools, fearing that the school atmosphere will appear less open and more concerned about crime. It may take time to develop a comfortable relationship with school officials and neighborhood residents. One strategy to overcome this obstacle is to set up meetings with officials and neighborhood leaders in an informal setting, just to get acquainted and learn about each other. Developing a mutually beneficial partnership may take several meetings.

In addition, some principals may be reluctant to turn over elements of disciplinary control, even to trained police officers. Partnerships among school officials and law enforcement in planning the roles and responsibilities of officers can help address such concerns.

Many districts have difficulty finding funds to support assigning law enforcement personnel to schools. Supplemental funds from the school district or law enforcement agency can remedy this situation. Making funding for a school resource officer a permanent part of the police budget is also a possibility. . . .

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## Handout 19: Enforcing a Policy

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Read the following scenario from the perspective of a school principal. Discuss the questions that follow with your group, and record your answers.

### Scenario 1: Albert

Almost every day, Albert is harassed on his way home from school by local gang members. In order to protect himself, Albert carries a small knife on the way to and from school. To avoid getting caught with his knife in school, Albert hides it in a bush on the side of the school in the morning and then retrieves it after school. One morning, a school resource officer observes Albert hiding the knife and confiscates it.

1. If you were the principal of the school, what factors, if any, would you have to consider in making your decision about how to handle this incident? Include information you would like to have that is not included in this scenario.

2. If you were the principal of the school, what would you do? Explain why.



## Enforcing a Policy: Scenario 3

Read the following scenario from the perspective of a school principal. Discuss the questions that follow with your group, and record your answers.

### Scenario 3: Carl

A teacher suspects that her student Carl is high, based on his erratic behavior in class, his bloodshot eyes, the smell of marijuana on his clothing, and the fact that he has been caught twice with marijuana. After class, the teacher reports her suspicions about Carl to the school resource officer, who calls Carl into his office. Carl consents to have the school resource officer search his backpack. During the search, the officer finds a pipe and a half-ounce of marijuana broken up into six small bags. In his incident report, the resource officer states that he believes Carl has been both using and selling marijuana in school.

1. If you were the principal of the school, what factors, if any, would you have to consider in making your decision about how to handle this incident? Include information you would like to have that is not included in this scenario.
2. If you were the principal of the school, what would you do? Explain the reasons for your decision.

Read the following scenario from the perspective of a school principal. Discuss the questions that follow with your group, and record your answers.

## Scenario 4: Derrick and Diane

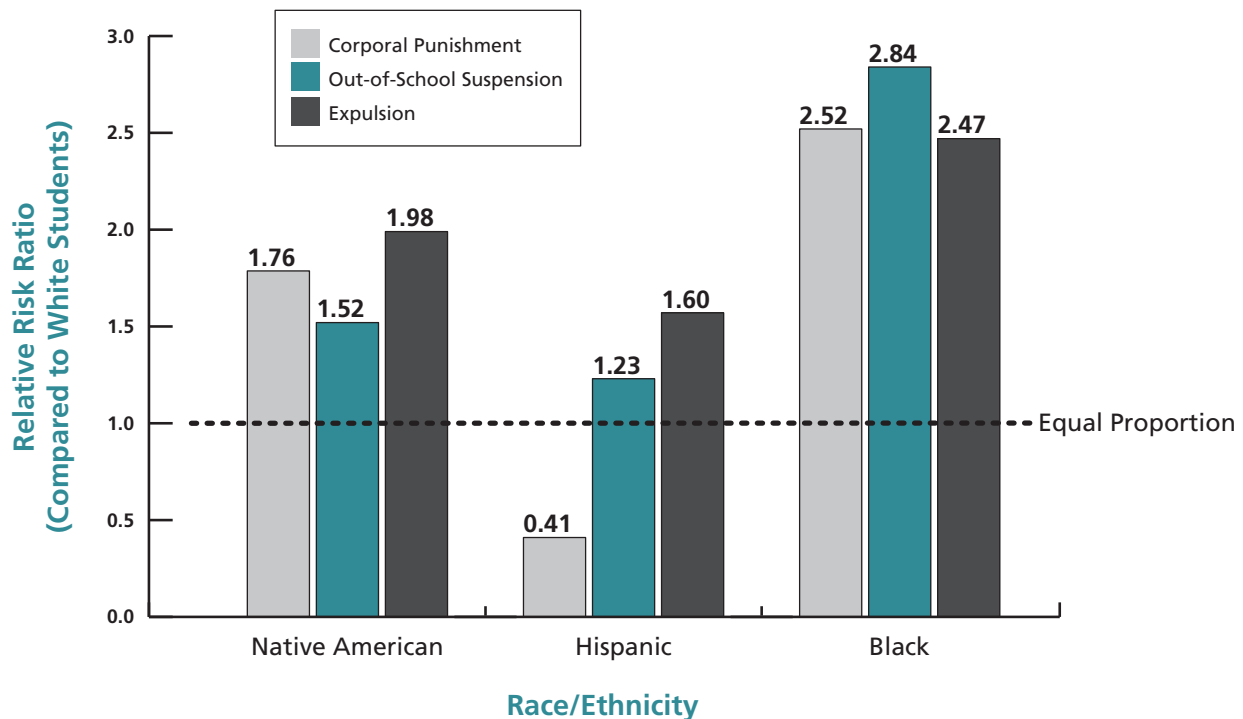
Derrick, an eighth-grader, brought a BB gun (a type of air gun) to school one day to show to his friends. After school, while on the school bus, Derrick showed off the gun to another eighth-grader, Diane. When the bus driver saw the BB gun, he walked to the back of the bus and confiscated it. The driver later reported seeing Derrick holding the gun and Diane touching it. When both students were called into the principal's office the next day, Derrick admitted that it was his BB gun, and Diane admitted that she had briefly held it.

1. If you were the principal of the school, what factors, if any, would you have to consider in making your decision about how to handle this incident? Include information you would like to have that is not included in this scenario.
2. If you were the principal of the school, what would you do? Explain why.

## Handout 20: Reading and Interpreting Data

The following bar graph is from a paper titled “Are Zero Tolerance Policies Effective in the Schools?” by C. Reynolds, R. Skiba, S. Graham, P. Sheras, J. C. Conoley, and E. Garcia-Vazquez. The paper is part of the American Psychological Association Zero Tolerance Task Force’s recommendations, which were adopted on August 9, 2006, by the American Psychological Association.

### Experiencing School Discipline Indicators by Race: 2003 School Year



Note: Data are national estimates from the U.S. Department of Education (2004), Office for Civil Rights 2002–2003 Elementary and Secondary School Survey.

Chart reprinted by permission of the American Psychological Association.

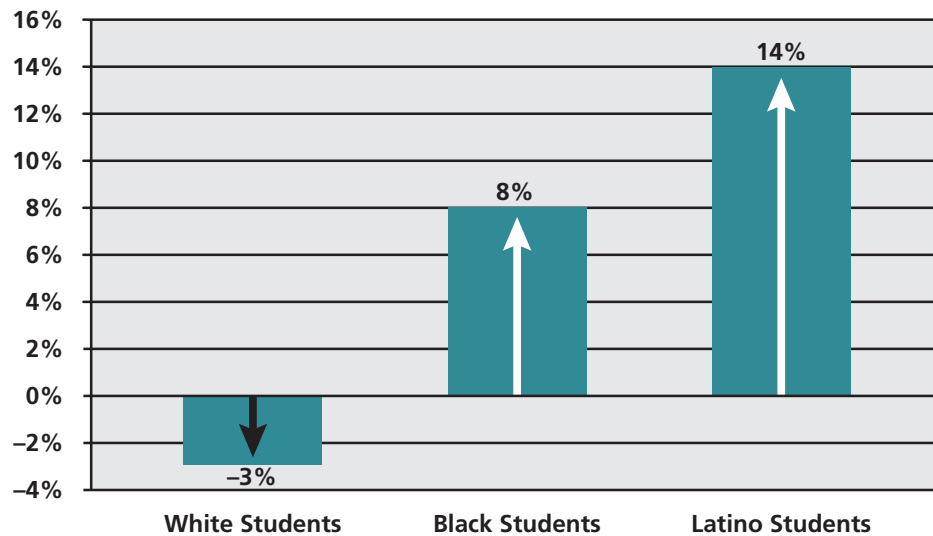


## Handout 21: Data on School Safety and Students

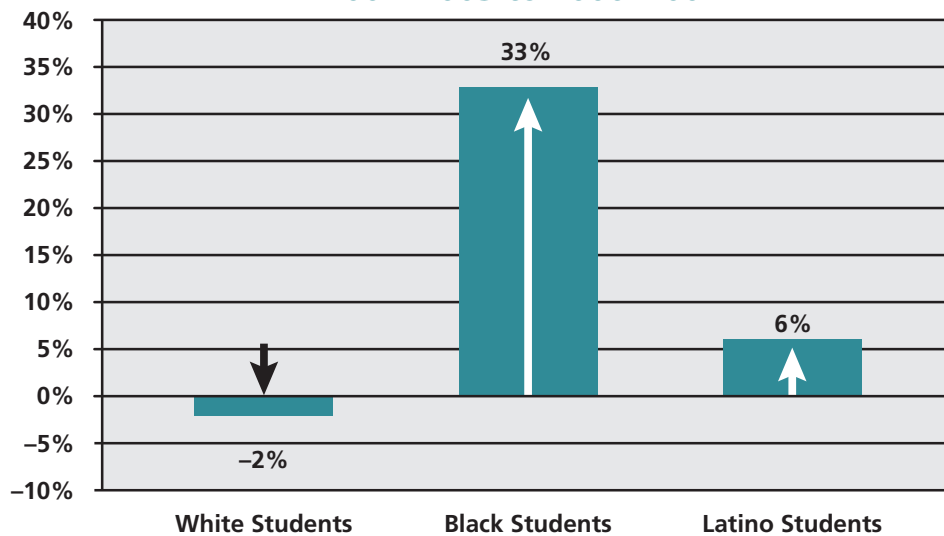
### A. Suspension and Expulsion Data

The following graph presents data that people have used to debate the impact of zero tolerance policies. Use these data to answer the questions on **Handout 22: Analyze and Apply the Data**.

**Nationwide Change in Out-of-School Suspensions per Student  
2002–2003 to 2006–2007**



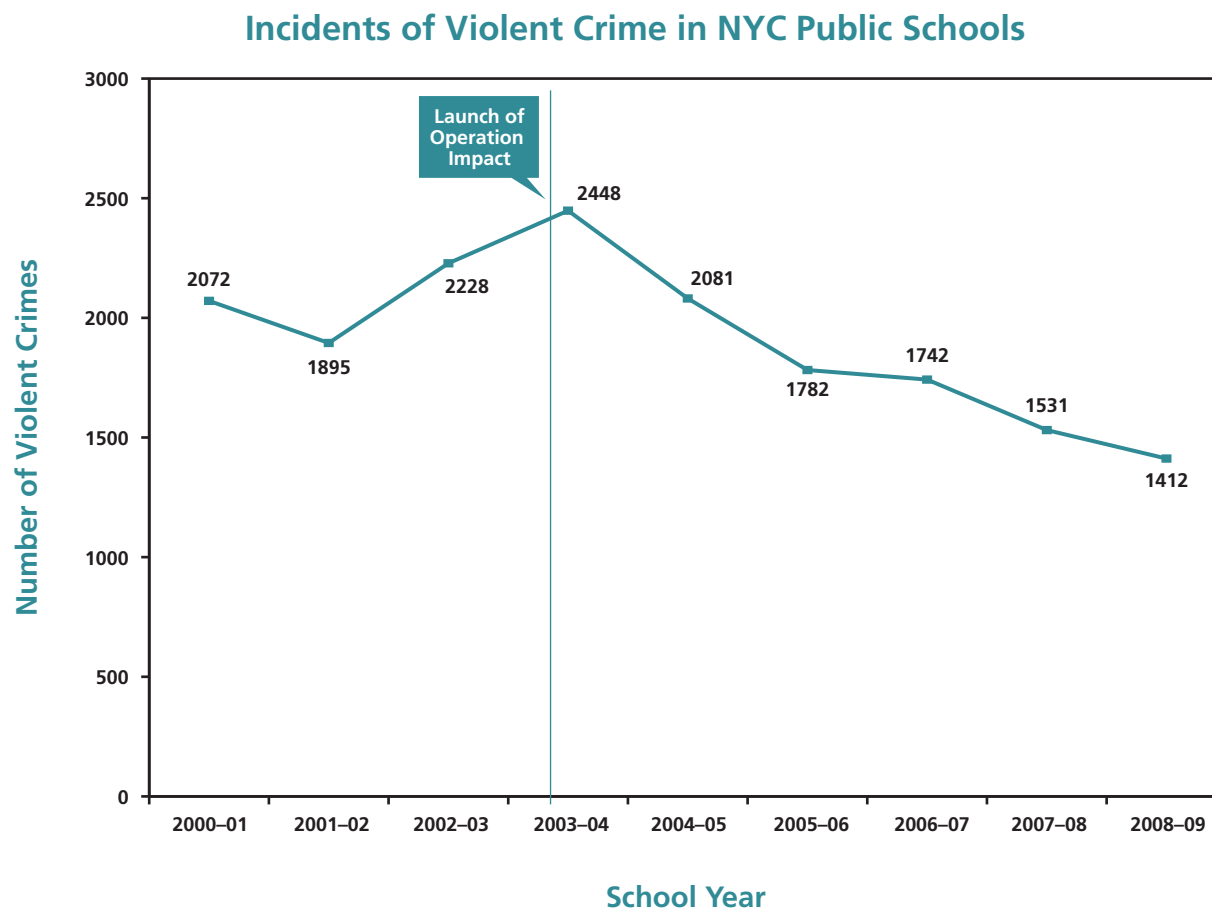
**Nationwide Change in Expulsions per Student  
2002–2003 to 2006–2007**



Source: U.S. Department of Education

## B. Violent Crime in New York City Schools

The following graph presents data that people have used to debate the impact of zero tolerance policies. Use these data to answer the questions on **Handout 22: Analyze and Apply the Data**.



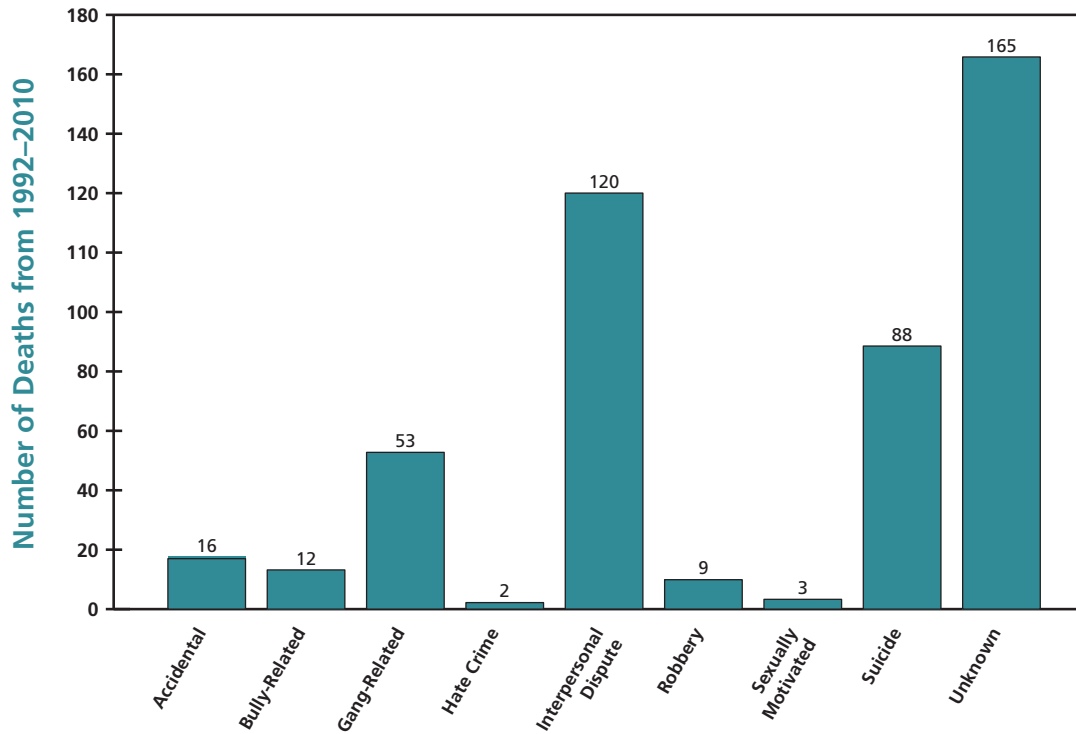
Note: Data for each school year is through May 3.

School Safety Chart from NewYorkCity.gov.

## C. School-Associated Violent Deaths

People have used the following data to debate the impact of zero tolerance policies. Use these data to answer the questions on **Handout 22: Analyze and Apply the Data**.

**School-Associated Violent Deaths**

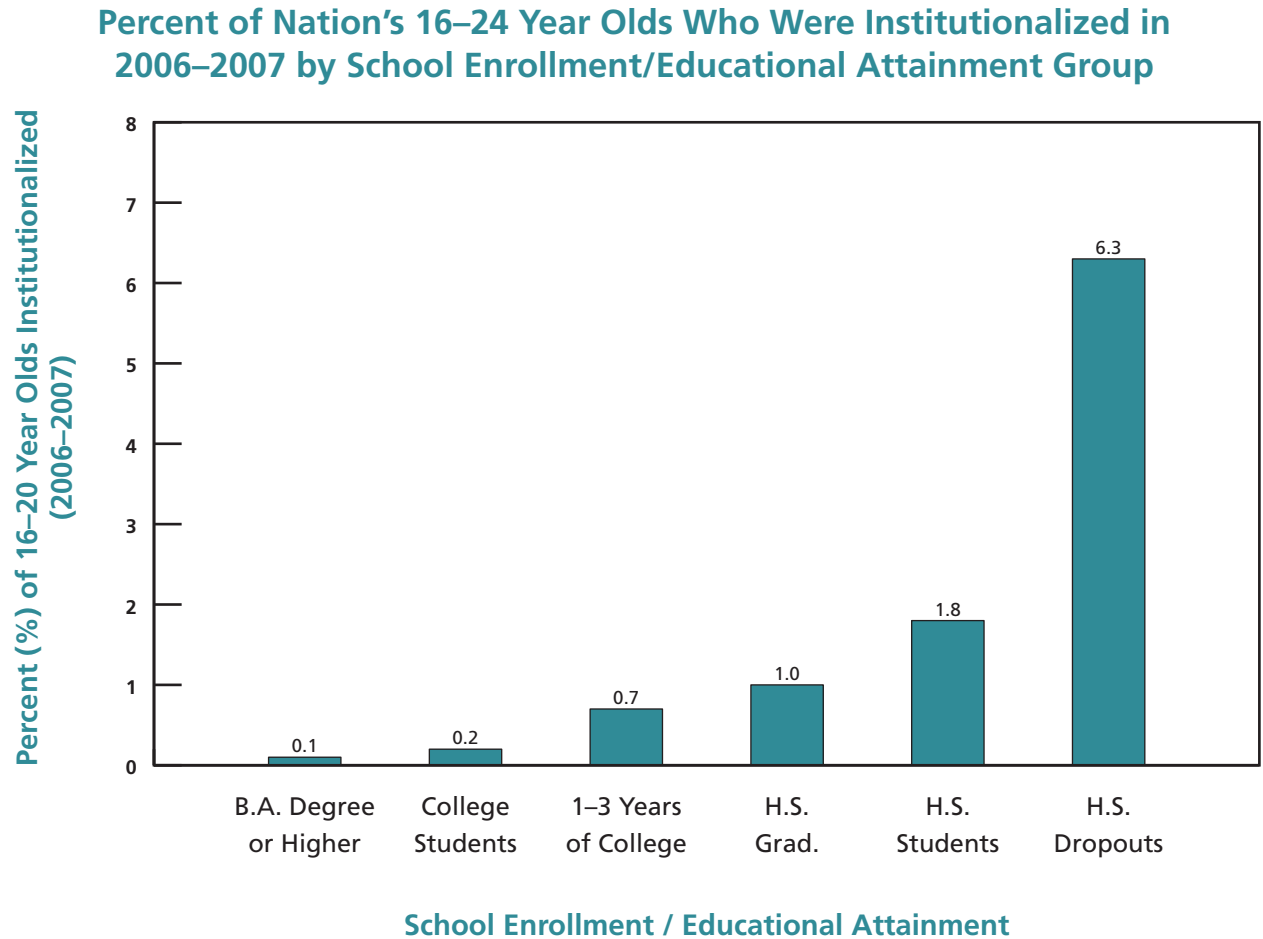


School Year	Accidental	Bully-Related	Drug-Related	Gang-Related	Hate Crime	Interpersonal Dispute	Robbery	Sexually Motivated	Suicide	Unknown
1992–1993	2	1		13	1	19	2		9	9
1993–1994	4	1		8		10	1	1	7	21
1994–1995				4		6			4	7
1995–1996	1	3		1		10	2		6	13
1996–1997	1	2		2		11		1	1	8
1997–1998		4		6		15		1	9	9
1998–1999	1	1		1		3			6	19
1999–2000	3			1		6			10	12
2000–2001	2			1		1	3		6	11
2001–2002				1		1	1		2	1
2002–2003				1		7			9	5
2003–2004	1			4		15			4	18
2004–2005	1			5		6			4	11
2005–2006				2		1				2
2006–2007				3		3			4	10
2007–2008					1				1	1
2008–2009						3			6	4
2009–2010						3				4
<b>Totals</b>	<b>16</b>	<b>12</b>		<b>53</b>	<b>2</b>	<b>120</b>	<b>9</b>	<b>3</b>	<b>88</b>	<b>165</b>

Graph and data used with permission of the National School Safety Center.

## D. Institutionalization Data by School Attainment Level

The following graph presents data that people have used to debate the impact of zero tolerance policies. Use these data to answer the questions on **Handout 22: Analyze and Apply the Data**.



Note: The U.S. Census Bureau does not identify the specific type of institution in which an individual was housed at the time of the ACS survey. A small fraction of institutionalized young adults were living in long term healthcare facilities (nursing homes, mental hospitals), but the vast majority (93%) were residing in adult correctional institutions and juvenile detention facilities. (*The Consequences of Dropping Out of High School*, p. 8, October, 2009)

Graph reprinted with permission: Center for Labor Market Studies at Northeastern University.

## Handout 22:

# Analyze and Apply the Data

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### Part 1: Statistical Data

Examine a graph from Handout 21 and answer the following questions.

1. How is the graph structured or organized? What information do you find on the x-axis?  
On the y-axis?
2. What information does the graph provide?
3. What conclusions might you draw from the graph? What specific evidence leads you to draw these conclusions?
4. What is the source of the graph? Is the source credible? Why do you think so?
5. What other information might be helpful to know before you draw any conclusions about zero tolerance policies?

## Part 2: Excerpts from Report Summaries

Read the following quotations. Choose one and respond to it. For example, does it challenge or support the data from any of the graphs? Does it raise additional questions?

[R]esearch indicates that, as *implemented*, zero tolerance policies are ineffective in the long run and are related to a number of negative consequences, including increased rates of school drop out and discriminatory application of school discipline practices.

*Zero Tolerance and Alternative Strategies: A Fact Sheet for Educators and Policymakers*, ¶ 1. National Association of School Psychologists. 2001.

There are many misconceptions about the prevalence of youth violence in our society and it is important to peel back the veneer of hot-tempered discourse that often surrounds the issue. . . . While it is important to carefully review the circumstances surrounding these horrifying incidents so that we may learn from them, we must also be cautious about inappropriately creating a cloud of fear over every student in every classroom across the country. In the case of youth violence, it is important to note that, statistically speaking, schools are among the safest places for children to be.

Final Report. Bi Partisan Working Group on Youth Violence.  
106th Congress. February 2000.

The American Bar Association, which opposes mandatory minimum sentences for adults convicted of serious crimes, should also oppose mandatory minimum sanctions for school children who misbehave . . . Unfortunately, “zero tolerance” is public education’s effort to import to education the concept of adult mandatory sentencing. Zero tolerance is a perverse version of mandatory sentencing, first, because it takes no account of what we know about child and adolescent development, and second, because at least in the criminal justice system (despite ABA policy) when mandatory sentences exist, there are different mandatory sentences for offenses of different seriousness.

Zero Tolerance Policy Report. American Bar Association  
Juvenile Justice Committee. February 2001.

[D]espite nearly two decades of implementation of zero tolerance disciplinary policies and their application to mundane and non-violent misbehavior, there is no evidence that frequent reliance on removing misbehaving students improves school safety or student behavior (APA, 2008) . . . [E]merging data indicate that schools with higher rates of school suspension and expulsion have poorer outcomes on standardized achievement tests, regardless of the economic level or demographics of their students.

D. J. Losen and R. Skiba. *Suspended Education*, p. 10, ¶ 2. September 2010.

Research on student behavior, race, and discipline has found no evidence that African-American over-representation in school suspension is due to higher rates of misbehavior (McCarthy and Hoge, 1987; McFadden et al., 1992; Shaw & Braden, 1990; Wu et al., 1982).

D. J. Losen and R. Skiba. *Suspended Education*, p. 10, ¶ 4. September 2010.

## Handout 23: Research Planner

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Name of project team: \_\_\_\_\_

Members of project team: \_\_\_\_\_

Organization being researched: \_\_\_\_\_

This planner provides guidelines on the research you will conduct and how you can use your findings in your media presentation.

As a member of this team, you will do the following:

- **Conduct research** on all four main research questions (those in bold, below) and contribute to your team's understandings
- **Take responsibility** for one part of the project
- **Write a summary** that answers the research questions for your part of the project, summarizing your research findings and citing specific evidence (see **Handout 24: Guidelines for Writing Research Summaries**)
- **Complete the multimedia presentation** assignment for your part of the project

Use the table on the following page as you work on your project.

## Research Planner

Part	Research Questions	Multimedia Presentation Assignment	Assigned to:
1.	<p><b>How does your organization define and address the problem related to school safety?</b></p> <p>Does it identify root causes and consequences?</p> <p>How does its definition of the problem compare with the original problem tree created by the class?</p>	Create a new problem tree based on the goals of the organization. Consider how you will expand on or change the original <b>problem tree</b> developed in class.	
2.	<p><b>What programs, actions, or policies does your organization promote?</b></p> <p>What is the main message of its advocacy campaign?</p> <p>What language, visuals, or other techniques does it use to convey that message?</p>	Develop your <b>campaign message</b> —identify the language and visuals you will use to present the advocacy campaign to the public.	
3.	<p><b>How does your organization use data and evidence in its work?</b></p> <p>What evidence does the organization use to support its definition of and approach to the problem?</p> <p>Do you think this evidence is credible? Why or why not?</p> <p>How do these data compare with other data we explored in class?</p>	Select and analyze at least two pieces of data for your presentation. Consider which <b>data</b> (graphs, charts, or research studies) best support the work of your organization, and explain why.	
4.	<p><b>In what ways does your organization interact with or respond to other legal sectors as part of the legal landscape?</b></p> <p>What does your organization's work have to do with school safety laws and policies, such as the GFSA?</p> <p>In what ways does your organization act as a fourth branch of the legal system?</p>	Create a new <b>mind map</b> to illustrate how your organization works within the legal landscape. Consider how you will expand or build on the other mind maps developed in class.	



## Handout 24:

# Guidelines for Writing a Research Summary

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Write a research summary for your assigned part of the unit project. Your summary should be at least half a page long or approximately 250 words.

### I. Research Focus

Provide a clear and concise statement of the problem or research question(s) addressed.

### II. Research Methods

Describe research methods used, such as literature searches or Internet research. Explain the types of resources you analyzed as you explored your research question, and cite each source.

### III. Findings

Synthesize and explain your research findings. Provide details about the information or evidence you obtained that helped you answer your research question(s).

### IV. Main Conclusions and Recommendations

Summarize your conclusions based on your research findings. Provide a rationale for how you drew your conclusions or how the evidence supports your conclusions. Also, if applicable, provide recommendations for how your target audience can take action to address the issue or problem.

Refer to your **Writing Self-Assessment** for fundamental guidelines for good writing.



## Handout 26: Evaluating Resources

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Use these questions to help you decide how credible (believable) your research source is. Write any questions or concerns you have about the source in the “Notes” column of your Research Record.

At first glance . . .

- What is the date and title of the resource?
- Is this resource a primary or secondary source?
- Where does this resource come from? Who published it?

Look more carefully . . .

- Who is the author of this resource?
- Why is the author writing this piece? What is this author’s point of view?
- Is the information presented fact, opinion, or propaganda? Is it biased or objective? Think about the opposing viewpoint.

Consider what you found and what you need . . .

- How credible is this resource? Why do you think so?
- What kinds of information can you learn from this resource?
- What questions does this resource raise in your mind?
- What additional information do you need? Does the resource include references that you can use to obtain additional resources on the topic?

## Handout 27: Research Record

Identify and analyze at least two pieces of data or resources (primary or secondary) that your organization uses or refers to.

Data or Resource	Author and/or Source	Citation	Notes (include any questions you have about the source)

## Handout 28:

# Tips for Multimedia Presentations

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Once you know your audience and content, you need to consider the format of your presentation and how you will deliver it. For your multimedia presentation to be effective, you need to combine visual media—such as a slide show, an online presentation, a video, or a poster—with succinct text or talking points. You'll then build on your talking points during your oral presentation.

Here are some additional tips:

1. **Know your audience.** Knowing the level of specialty and the diversity of your audience will help determine how much background and detail you need to present. Do not expect everyone in your audience to be an expert on your topic, but don't patronize them, either. Consider how you want them to think and feel and what you want them to learn and do by the end of your presentation.
2. **Keep the *content* of your visual presentation simple.** The text and images should be a visual support for your talk; they should help to convey the *essence* of what you're saying, rather than the *details*. Use bullet points instead of paragraphs, and avoid long sentences. Choose your words judiciously, and highlight your key points. Clearly label your graphs, charts, or tables, and edit or proofread all your text.
3. **Keep the *design* of your visual presentation simple.** Choose a design that is appropriate for your audience. Use a consistent font and make it large enough to be legible once projected. Do not create a background that is so busy or colorful it will distract the audience. Keep the color scheme consistent and visually appealing.
4. **Beware of too much animation or overuse of visuals.** Use animations, photos, and other images carefully and thoughtfully, as they can be distracting and easy to overuse. Use animation to convey information or an experience, rather than to make the presentation splashy. You can also animate bullets or text to control information flow or convey meaning.

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**Note:** Be sure that your visuals appear and your animation runs properly on the computer you'll be using.

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## Handout 29:

# Effective Oral Presentations

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The following techniques can help you successfully prepare an oral presentation and deliver it to an audience.

1. Practice and time your presentation. The more you practice, the more focused you'll be, and less likely to go off on tangents.
2. Know what you are talking about. If you don't know what you are saying, the fanciest presentations won't save you. Know your content thoroughly.
3. Care about what you are saying, and reveal your passion and enthusiasm. Nothing will bore your audience more than a presenter who doesn't care if the audience is listening.
4. Speak clearly and audibly. Make sure that everyone in your audience can hear and understand you.
5. Avoid reading from your presentation, and make eye contact with your audience.
6. Watch your time. Make sure that your presentation fills the amount of time you have available.
7. Make your point and be concise. Use *talking points*—phrases or statements that sum up what you want your audience to take away from your presentation.
8. Respect yourself. Show pride in your appearance, your understanding of the topic, and your ability to make an impact on the people to whom you are speaking. What you say matters.
9. Respect your audience. Address them as individuals who can also make a difference.

## Handout 30: Giving and Receiving Feedback

### Guidelines for Giving Effective Feedback

*How do I give effective feedback?*

1. I begin by determining what kind of feedback the recipient would find most helpful. I then focus my comments on those areas.
2. I acknowledge what the recipient has done successfully before making suggestions.  
*For example, "I notice that you considered what teenagers will think of the new menu. Maybe you should also take into account what other kinds of customers will think."*
3. I give feedback that is specific and descriptive without being judgmental.  
*For example, "I think that you are considering most of the relevant facts except for how many people live in each location."*
4. I make detailed and positive suggestions for improvement.  
*For example, "You cover a lot of important information in this presentation—and I wonder if your listeners will be able to take it all in. You might consider an interactive activity, such as a debate or a role play, about halfway through, which gives your listeners a chance to use a different part of their brains."*
5. I stress that my feedback is based on my own perceptions by using such phrases as, "I think . . .," "In my opinion . . .," and "I notice . . ."
6. I do not argue with the recipient or attempt to guess what the recipient is thinking.

Source: *Giving Feedback Skills Assessment*. Skill Resource. Ford Partnership for Advanced Studies. [www.fordpas.org](http://www.fordpas.org)

## Guidelines for Receiving Feedback

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*How do I receive the most helpful feedback?*

1. I often ask for feedback on my work.
2. I specify the areas in which I would like feedback.
3. I listen carefully to people's comments. If I am uncertain what a person means, I ask for clarification.
4. I take notes in order to reflect on the feedback later.
5. I show respect by listening carefully and thanking people for their feedback.
6. I accept all feedback offered gracefully, without defending or explaining myself.
7. I evaluate the feedback I receive by considering the level of knowledge of the person giving the feedback.

Source: *Receiving Feedback Skills Assessment*. Skill Resource. Ford Partnership for Advanced Studies ([www.fordpas.org](http://www.fordpas.org)).



1. Provide one argument *in favor* of passing the Gun Free Schools Act of 1994 and one argument *against* its passage. (Hint: Think about the different perspectives on this law.)
2. Explain how certain state and/or local governments responded to the passage of the federal Gun Free Schools Act of 1994. Provide at least two examples from either the legislative, executive, or judicial branches.

3. What role has law enforcement played in school safety initiatives? Use at least two examples from class readings and discussions to support your answer.
4. The zero tolerance policies that emerged after the passing of Gun Free Schools Act of 1994 have had some unanticipated effects.
  - a. Describe one effect of zero tolerance policies, using data or evidence from class or from your team research.
  - b. What are the constitutional issues surrounding zero tolerance policies? (Hint: Think about the Amendments in the Bill of Rights.)

5. How can civic action and advocacy, the fourth branch, impact the U.S. legal system?
6. Describe two types of actions or campaigns that an advocacy organization might take or use to respond to a law.
7. There are some who believe that criminalizing behavior, especially in schools, is not the most just and fair way to address social problems. Do you agree or disagree? Why?  
Write your response on a separate piece of paper, in the form of an essay.